

How Good an Education is Your Child Getting Here?

Lodge to Honor Local Youth During October

The Torrance Moose Lodge No. 785 will honor some local boy or girl on Moose Youth Honor Day, October 31, for their work in promoting safety during the past year, it was announced today by Marvin McArthur, governor of the local lodge.

The boy or girl will be selected by a committee of city officials and the civic affairs chairman, George Powell, of the Moose lodge. Their decision will be final and will be announced just prior to the presentation ceremony. A suitable certificate of merit, embossed on parchment, containing the name of the outstanding youth, will be presented to the one selected.

The presentation of the award will be made during a suitable ceremony on Youth Honor Day, and the local winner will also have a chance of winning one of the four national district awards, an all-expense round trip to Mooseheart, the Moose fraternity's "child city," where they will also receive gold wrist watches during a coast-to-coast broadcast.

The local winner could be the boy or girl who worked hardest at a school patrol job, one who saved a child from drowning, or any number of other safety jobs.

Students Set In Drive to Sell ASB Cards

A concerted campaign to get all high school students to buy Associated Student Body cards opened classes at Torrance High School Friday morning.

To spur the sales of the ASB cards, classes are competing for a trophy given to the group with the highest percentage of participation in the plan.

The cards, which set the student back \$2, will entitle him to attend the school's football games for 35 cents, a saving of 50 cents a game, it will admit him free to all home basketball games and track meets, will entitle him to a copy of the weekly Torrance News Torch, student body newspaper, and other benefits.

Budget terms for purchasing the cards have been set up, officials revealed. A student may pay \$1 down and the balance prior to the first league football game without paying a carrying charge.

The cards will be on sale at the "shack" during snack periods.

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School Officials Answer Series of 12 Questions

How good an education is your child getting in Torrance? A series of 12 questions prepared by the Public Education Assn. of New York City which appeared in the September issue of Redbook have been answered by officials of the Torrance Unified School District as a guide to help you decide what the policies of our schools are and how the Board of Education, administrators, and teachers are cooperating to give your child the best possible education.

The questions appearing in Redbook and the answers given by administrators of Torrance schools give a clear insight to the aims and goals of this city's progressive school program. Frequent reference in the answers is made to material appearing in the district's annual report released recently. Copies of this report may be seen at the district administration office, at the schools, and are available through the PTAs.

The questions and the answers:

1. Is the principal an educational leader who will encourage cooperation of parents and teachers?

A. The principal is the educational leader for his school and community. The chart of functions on page 51 of the annual report, The Attitudes of our principals toward the encouragement of cooperation of parents and teachers is revealed by the chart on page 56 of the 1951-52 annual report, which indicates that 2,676 parents, representing 60 percent of the enrollment, attended the group conferences and 3,790 parents, representing 84 percent of the enrollment attended the individual parent-teacher conferences as a result of the first year's operation of the new reporting system which was worked out by parents, administrators, businessmen and teachers. Principals and officers of the local PTAs and others conduct parent education groups. The Torrance Education Advisory Committee is evidence of district belief in this policy.

2. Does the teacher know the children individually — their names, special needs, and problems?

A. The teacher not only knows the children individually, but she makes an individual analysis of each child in making her report to parents three times a year. Our reporting form shows a four-point program, in which (1) the teacher obtains the needed facts to plan education of each child, (2) parent and teacher work out a plan based on educational needs of each child, (3) home and school carry out educational plan adjusted to needs of each child and (4) parent and teacher review progress of child at reporting periods. Each child has a cumulative record which each teacher studies carefully to better know her children.

3. Is the teacher tactful and dignified in dealing with the children?

A. If the calls and letters that the teachers and administrators receive from parents concerning the tactful and considerate attitude of our teachers toward children is any criteria, the Torrance schools meet this criteria very effectively. One way to answer this is—do the children like school and do they like their teachers? Parents can answer this better than administrators. A quote from a set of instructions given to each teacher in the district may point up the school's policy: "What's it going to be like this year? Every youngster is not only asked this question but hoping it will be a room where he can live happily and grow steadily. He won't be articulate enough to define such an environment, but if he were, we could hear

him say some of these things: "I hope that friendliness is the most noticeable thing in our room. I hope we will like the teacher and that the teacher will like each of us. Then surely this attitude of friendly, mutual respect will extend to the relationships between the students themselves."

"I hope our teacher realizes that we can't all learn the same thing at the same speed and that an individual study scheme will be worked out with each of us so everyone can work along at his own best speed. We don't want laziness tolerated, and I hope the standards are high, but at the same time we hope that the impossible is not expected, and that the slow learners are not driven frantic. Then, too, I hope the teacher uses many different devices besides books and words to help us learn."

"Finally, I do hope the room is orderly but not at the cost of a strained atmosphere of punishment and fear."

4. Are the children being taught to think— to relate subject matter to their own problems?

A. The problem approach which leads to thinking and solving problems is one of our main points in the classroom in teaching children to solve their own problems and to learn. We hope that critical thinking pertaining to the subject matter and to their daily problems is a result of the schooling they get in Torrance. The problem-solving method is the basis for most of the Social Studies curriculum.

5. Are the children being taught to read, write, and speak well by advanced methods?

A. This is the most certainly "yes." We are continually giving our teachers the benefit of the best thinking in the country with respect to the methods of teaching, reading, writing, and speaking and we try to help them to handle the conditions that they meet every day in reading and writing and speaking and spelling.

6. Is the program largely a book program, or is it supplemented by opportunities to learn by doing?

A. Books are only one of the many resources for learning. We spend considerable time taking children on field trips for a study of the scientific things that are around them in their daily lives and helping them to develop skills and interests; interviewing people for information and visiting libraries, filling stations, museums, parks, and industries—to have firsthand observation of the things they learn.

7. Is the school flexible enough to meet the range of student interests and talents?

A. We spend considerable time finding, identifying and encouraging the gifted child to do work beyond that of the average child and we spend a lot of time helping the slow child to take his next step, too. We provide opportunities for music and other special experiences for children as well as regular classroom studying. Yes, the Torrance program is flexible and each teacher attempts to meet the needs of each child. In practically every class, many levels of learning are consistently maintained.

8. Does the school have the services of specialists when they are needed?

A. The district has the services of specialists when they are needed including a district psychologist, Page 57 of the annual report shows the names of 15 experts, consultants, and specialists who were brought into the district for the benefit of the instructional program. In addition to that we have the school doctor and six nurses testing eyes, checking teeth, checking hearing, giving physical examinations, and we use the services of the Speech Correctionist from the County office and other places when needed.

9. Are there periodic health checkups, regardless of the size of the school?

A. Yes—every child has a complete health check-up upon entrance to school. There is provision for three more check-ups during his school period in Torrance in addition to many more for children who are referred to

teachers as having difficulty of some kind.

10. Is discipline based mainly on good morale, or on regimentation and punishment?

A. We hope discipline is based on morale. We know of many instances where the children in our school system have changed the day's program and whether the teacher is there or not, go through the procedure of getting ready for their first lesson. We have many teachers in our district who can step out of the room without a hubbub developing. This is a sign of good morale rather than authoritarian discipline.

11. Is the school small enough to permit individual attention and a minimum of regimentation?

A. We attempt to hold our elementary schools below 550. Some of them get larger than that, but we are building additional schools, to try to reduce the size. We limit our class size so that the average does not exceed 33. Many teachers have 29 and 30 pupils. In our district, such a load is not considered to be excessive, although it would be better if we had enough money so that we could maintain a 25 class average. It would cost the district \$60,000 a year to reduce class size to an average of 20 pupils per teacher instead of 33 pupils per teacher as we now have. There has to be a balance somewhere between cost and pupil teacher load.

12. Do the children seem to consider the school their own with pride and school spirit?

A. We seem to have a pretty fair morale among students at the high school. They have maintained the campus in excellent shape since it has been painted and refinished—also the elementary schools.

Some of the damage that seems to occur on week-ends has been proven to be some of the students who attend Torrance schools. A large percentage of the children are proud of their schools and help to take care of them. This is another question which parents can answer better than administrators.

We think there are other criteria of a good school which we have and which include the high morale among the teaching staff; good community support; a well-trained, well-balanced teaching staff—with not all of them coming from one institution; and administrators who have had advanced training and have been successful or outstanding in their field.

We have a larger turnover of teachers than we would like to have, but this is due to a large extent to the fact that we employ wives of students who are working on courses. When their husbands graduate, they move on to their jobs and we lose the services of the wives. But we find them to be excellent teachers. Another reason that we have more turnover than we should have is the fact that many of our teachers have to be selected for the nucleus around which staffs for the new schools are built. We try not to put all of the teachers into a new building without any experience in the Torrance system, so we have to raid the staffs of the established schools for an experienced nucleus for new schools. If the town ever quits growing so fast, maybe we can come up with the same teacher in the same classroom more often than we do now.

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County's School Immunization Program Includes Tetanus Toxoid

ROY O. GILBERT, M. D., Los Angeles County Health Officer

Last year an 11-year old boy was attending elementary school in the southeast section of this county. It was a new school built on what had been a horse pasture only a few years before.

In one corner of the playground stood a tree which having served the purpose of providing a shady spot for mares and their colts on hot days, now extended its low branches as an invitation to school boys who liked to climb.

One day last September this youngster missed one of his "holds" in scrambling up the tree and fell to the soft earth and received a few deep scratches on his body. He wasn't really "hurt," and after a little patching up he was as lively as ever. However, five weeks later he died from a tetanus infection which was, according to medical opinion, acquired at the time of his fall.

PTA Investigates

This unfortunate incident prompted the local Parent Teachers Association to look into the matter of tetanus, sometimes called lockjaw, which could snuff out the life of a child who had suffered only from minor injuries more or less associated with childhood. The health chairman of the PTA visited the local offices of this department. She learned that the child had never been immunized against tetanus and that the majority of other children over eight years old were also unprotected despite the fact that many of them had been immunized in infancy.

The health officer explained that the spore of tetanus is widely distributed in soils which are widely fertilized by horses, and that the possibility of infected wounds is always greater in rural or semi-rural areas. He pointed out that the spore may live for several years in the soil and that many new community developments, including schools, now occupy sites which were farmlands only a few years ago.

Triple Toxoid Offered

Last year it was explained to the PTA official that the Health Department offered a triple toxoid (diphtheria, whooping cough and tetanus) to children under five years of age but not to older children because of certain medical reasons associated with the whooping cough toxoid. At that time tetanus toxoid suitable for older children was not available through the Department, but the health officer offered to perform the immunizations if the PTA would furnish the toxoid.

Several parent-teacher associations in the area raised more than \$2000 from parents who were willing to buy toxoid for their own children and for others who could not afford to pay. Within a few months more than five thousand children were immunized, and arrangements had been completed to enable the Department to purchase a special toxoid suitable for children of school age.

Now Available

However this year, starting this month, on the anniversary of the 11-year-old boy's untimely death, the Los Angeles County Health Department in its regular school immunization program will offer "diphtheria-tetanus toxoid" to children up to and including 12 years of age, thus protecting them against two dangerous diseases at one time.

School children throughout the

County's school immunization program includes tetanus toxoid.

Crenshaw Blvd. Bids Received by County

Five bids were opened Wednesday for widening and improvement of Crenshaw Blvd. from Lomita Blvd. to Pacific Coast Hwy.

The low bid from J. A. Thompson and Son of Inglewood was in the sum of \$99,126, while the high bid for \$110,420.66 was presented by Warren Southwest, Inc., of Torrance.

Blueprints show a 40-foot wide pavement, including shoulders, which will provide for two lanes of traffic.

Supervisor Raymond V. Darby revealed that \$102,000 has been budgeted for the complete project and plans are now in progress for improvement of the roadway from Lomita to Sepulveda.

The bids were referred to the Road Department for checking and recommendation to the supervisors.

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Under the law, the veteran and his school must submit a certificate showing that he actually is enrolled and taking a course of education at the end of each month.

Once a veteran is listed as a GI student and his name placed on the VA payroll, there will be no further delay, officials said.

Vets Cautioned On Cash Delays

Veterans who are planning to attend a college under the provisions of the new Korean GI Bill of Rights had better have a little cash on hand to tide them over until the first compensation checks arrive, the Veterans Administration warned yesterday.

The VA pointed out that veterans are paid at the end of each month and that it may take another month to get the pay schedule worked out—making the checks due about two months after the veteran starts his college training.

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Fenders Banged In 3-Car Smash

A three-car crash at Carson St. and Western Ave. Tuesday tied up traffic for a considerable period of time, banged up three cars and resulted in a minor injury to a passenger.

Police said a car driven by N. J. Mortenson, 44, of 911 Sartori ave., attempted to make a left turn on Carson St. when it was struck by another vehicle. The car then smashed into a third, parked for a red signal.

Driver of the second auto was Donald Cunningham, 22, of Monterey Park. Officers listed Mary P. Toombs, 33, of 132 Via Colusa, as driver of the third. A passenger in Mrs. Toombs' auto, C. P. Olson, of 2118 Huntington Ave., received a possible minor hurt.